

Speaking and Listening: Grade 1

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to strategically make decisions about content, language use, and discourse style in order to speak purposefully and effectively.***

Content Standards:

Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

Transfer

Students will be able to independently use their learning to speak purposefully and effectively and engage in collaborative discussions.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- comprehension is enhanced through a collaborative process of sharing and evaluation ideas.
- presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

ESSENTIAL QUESTIONS

- ***Who decides if communication is effective?***

Acquisition

Students will know...

- the agreed-upon rules for discussions.

Students will be skilled at...

- following agreed-upon rules for discussions.
- building on others' talk in conversations by responding to the comments of others through multiple exchanges.
- asking questions to clear up any confusion about the presentation or topics and texts under discussion.
- asking and answering questions about key details in a text or presentation.
- identifying information from a text being read aloud.
- answering questions about a speaker's presentation.
- identifying information that is presented in different formats.
- using details to describe people, places, things, and events.
- identifying places in my work where ideas, thoughts, or feelings are not clear.
- adding drawings or virtual displays to clarify my ideas, thoughts, or feelings.
- speaking in complete sentences.

<i>Content Area Literacy Standards</i>	<i>21st Century Skills</i>
not applicable	• <i>communicate clearly</i> • <i>interact effectively with others</i> • <i>work creatively with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	